

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Nowadays, English has special and important role in the communication around the world. It has also a special identity in the field of education. A language is a medium of communication and interacting verbally in our day to day life situation in family and society. But, in Indonesia English is a foreign language. It had taught both at private and at formal schools widely which starts from elementary school up to the university.

Teaching English in junior high school is the basis in understanding English. There are four skills in teaching English, namely speaking, reading, listening and writing. Beside the language skills, English has some aspects which can be taught to the students, such as vocabulary, pronunciation, spelling and structure.

Speaking, reading, listening and writing are integrated skills in teaching English in junior high school which means those skills cannot be separated as they relate to each other. Integrating the four language skills in English teaching learning process can develop communicative competence because it focuses on the realistic communication. It also bring plenty of benefits of teaching English, it is a worthwhile experiment in communicative classroom despite its higher demanding for the teacher.

The teacher should be creative to create teaching methods in order to help students master the four basic language skills. Teaching method is treated at the level of design in which roles of the teacher, learners, and instructional material are specified. There are many kinds of methods used by the teacher for teaching learning process, namely: Grammar Translation Method (GTM), Direct Method (DM), Community Language Learning (CLL), Communicative Language Teaching (CLT), Cooperative Language Learning (Coop. LL), and etc. A suitable teaching methods in teaching English are needed by the teacher to extent English materials, because it will influence the students' understanding in learning English.

SMP Al- Azhar Syifa Budi Solo is a school that has characteristic by spiritualization of education. It means that the students do not only learn general subjects but also specific ones about religious value that is derived from Al- Qur'an and As- Sunnah. All programs in the school are implemented related to school- based curriculum (KTSP) that is supported by spider web program. It is learning strategies which focus on the child (child center). There are five classes in there, because SMP Al- Azhar Syifa Budi is including new school in Solo. The curriculum that used at SMP Al- Azhar Syifa Budi Solo is not only school- based curriculum (KTSP) but also integrated curriculum. Therefore, every simple instruction that is given by teacher in every teaching learning process to students used target language, in order to provide students who have wide perspective. It means students who have spritualization of education and who have comunicative competence.

In teaching learning process the teacher used bilingual. It means the teacher used target language in giving simple instruction to students, but in explaining the material the teacher used mother tongue in order to help students understand of the material. Here, the roles of the teacher and the roles of materials are needed to help the students in learning English.

On the other side, there is difficulty in English teaching learning process. The problem is faced by the teacher. The condition of classroom that is not comfortable, because of stir that is made by students in the classroom. So, it makes the teacher do not concentrated in explaining the material. Although, there is only nineteen students in the class, but the condition of classroom is very noisy.

Based on the explanation above, the writer is interested in observing English teaching learning process at SMP Al- Azhar Syifa Budi Solo. So, the writer will conduct the research entitled **A DESCRIPTIVE STUDY ON ENGLISH TEACHING LEARNING PROCESS AT SMP AL- AZHAR SYIFA BUDI SOLO IN 2011/ 2012 ACADEMIC YEAR.**

## **B. Problem Statement**

This study focuses on the English teaching learning process at SMP Al- Azhar Syifa Budi Solo. The general question is specified into following subsidiary research questions.

How is the English teaching learning process at SMP Al- Azhar Syifa Budi Solo implemented?

1. What are objectives of teaching learning English?

2. What syllabus is used in teaching English?
3. What is material used in teaching English?
4. What teaching methods are used in teaching English?
5. What is the evaluation system in teaching English?
6. What are the strengths and weaknesses of teaching English learning process?

### **C. The Scope of the Study**

In this research, the writer limits her research on English teaching learning process applied by the teacher at first year of SMP Al- Azhar Syifa Budi Solo in 2011/2012 academic year.

### **D. Objectives of the Study**

This study is intended to describe the teaching learning process of English at SMP Al- Azhar Syifa Budi Solo. Specifically, it is to describe:

1. the objectives in teaching English.
2. the syllabus is used in teaching English.
3. the material is used in teaching English.
4. the method are used in teaching English learning process.
5. the evaluation system in teaching English.
6. strengths and weaknesses in teaching English.

### **E. Significance of the Study**

In this study, the writer expects that the research paper has benefits both theory and practices.

### 1. Theoretical Benefits

- a. The result of the research paper can be useful input in English teaching learning process.
- b. The finding of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

### 2. Practical Benefits

- a. For the teacher and the learner

The result of the study will help the English teacher and learners to solve the problem in English teaching learning process.

- b. For the reader

The reader will get a large knowledge and information of English teaching learning process.

## **F. Organization of the Research**

The writer organizes this paper in order to make it easier to understand.

This as follows:

Chapter I is introduction. This chapter consists of the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study and the research paper organization.

Chapter II is underlying theory. It involves previous studies and the theories that are useful for conducting the analysis of the data.

Chapter III is research method. It consists of type of the research, objective of the data, data & data source, method of data collection and technique of data analysis.

Chapter IV is the result of the study. It consists of presenting the data and analyzing the data.

Chapter V is conclusion and suggestion. It consists of the conclusions of the research and completed by suggestion to make the research better.